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ITEM RESPONSE ANALYSES OF THE EDUCATIONAL OPPORTUNITIES SURVEY 9TH GRADE STUDENT QUESTIONNAIRE.

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THIS REPORT PRESENTS THE ANALYSIS OF QUESTIONNAIRE ITEM RESPONSES FROM THE NINTH-GRADE STUDENT QUESTIONNAIRE ADMINISTERED AS PART OF THE EDUCATIONAL OPPORTUNITIES SURVEY. THE ANALYSES WERE PERFORMED TO DOCUMENT SOME OF THE BASIC DATA FROM THE SURVEY, TO MAKE THEM AVAILABLE TO INTERESTED EDUCATIONAL RESEARCHERS, AND TO REWORK THE BASIC DATA FOR SUBSEQUENT ANALYSES. THE ANALYSES PRESENT IN TABULAR FORM THE NUMBER AND PERCENT OF NINTH-GRADE STUDENTS WHO RESPONDED TO EACH QUESTIONNAIRE ITEM ALTERNATIVE, TOGETHER WITH THE AVERAGE COMPOSITE TEST SCORE FOR THAT GROUP. THESE DATA PRESENT AN OVERVIEW OF THE CHARACTERISTICS OF THE NINTH-GRADE STUDENT. SEVERAL MAJOR PROBLEMS WERE ENCOUNTERED IN ANALYZING THE DATA WHICH HAD TO BE SOLVED BEFORE ANY NEW ANALYSES COULD BE MADE. THIS REPORT ADDRESSES ITSELF TO THE SOLUTION OF THESE PROBLEMS--(1) REDUCING THE NUMBER OF CRITERIA, (2) SCALING DISCRETE CATEGORICAL INFORMATION, (3) PROVIDING FOR NON-LINEAR OR CURVILINEAR SCALES, AND (4) ESTIMATING MISSING DATA. EA 001 194 IS A RELATED DOCUMENT. (HW)

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ITEM RESPONSE ANALYSES OF THE EDUCATIONAL OPPORTUNITIES SURVEY 9TH GRADE STUDENT QUESTIONNAIRE

by

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ITEM RESPONSE ANALYSES OF THE EDUCATIONAL OPPORTUNITIES SURVEY 9TH GRADE STUDENT QUESTIONNAIRE

INTRODUCTION

This report presents the analyses of questionnaire item responses from the 9th grade student questionnaire administered as part of the Educational Opportunities Survey (EOS).[1] These analyses were performed for two basic reasons. One was the need to document some of the basic data from the survey and to make them available to interested educational researchers. These analyses present in tabular form the number and percent of 9th grade students who responded to each questionnaire item alternative, together with the average composite test score for that group.[2] These marginal or gross-cut data present an overview of the characteristics of the 9th grade student. The second reason was the need to rework the basic data for subsequent analyses. This reworking of the data consisted of rescaling the item responses, estimating missing data, and developing a composite criterion.

These analyses represent the first of a series of analyses being conducted as follow-on studies of the EOS data. The next Note will report the item response analyses of the teacher questionnaire. The subsequent steps after these item response analyses will be to correlate the rescaled variables from the student, teacher, and principal questionnaires and to develop indices by factor analysis for use in regression analyses and in a wide variety of special studies.[3]

After the initial analyses of the EOS data had been made, it became apparent that there were several major problems outstanding and it was necessary to solve them before any new analyses of the data could be made. This report addresses itself to the solution of these problems. The problems were: reducing the number of criteria, scaling discrete categorical information, providing for non-linear or curvilinear scales, and estimating missing data. These areas of concern will be discussed in the following sections.

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[1] Coleman, J.S. et al., Equality of Educational Opportunity. National Center for Educational Statistics, U.S. Government Printing Office, Washington: 1966, Catalog No. FS5-38001 and Supplement.

[2] The authors are indebted to Mr. Walter Davis of the Division of Data Processing and Analysis for his assistance in the computer analyses.

[3] Weinfeld, F.D., Structure of Follow-on Studies of the Educational Opportunities Survey Data. Unpublished Analytical Note No. 48, Division of Operations Analysis, National Center for Educational Statistics, 1967.

FACTOR ANALYSIS OF THE ABILITY MEASURES

Five ability tests had been administered to the 9th grade students in the Educational Opportunities Survey. These tests were (1) Non-Verbal Ability; (2) Verbal Ability; (3) Reading Comprehension; (4) Mathematics Achievement and; (5) General Information. These tests are the main criterion measures (the dependent variables) which are used in all analyses of the data. The effect of student and school variables and differences are all determined using these measures of student educational output. The problems which arise from using multiple criteria are that all analyses are increased many-fold and the task of interpreting the varying results is extremely difficult. In the regression analyses of the EOS report[4] only one criterion measure, Verbal Ability, had been used; otherwise, the sheer volume of the analyses would have been most unwieldy. What was needed in order to reduce the number of necessary analyses and to simplify interpretation was a unified or composite score using all the criterion data available. A composite score was, therefore, developed for this purpose.

The intercorrelations of the scores of the five measures for the total 9th grade sample appeared quite high which suggested that they were measuring to a large extent a common attribute. In order to test this supposition the technique of factor analysis was employed. Factor analysis attempts to express what is common to a set of variables or measures by a smaller number of more basic factors. If there is a single strong factor found among these measures, then a single index of achievement could be created by weighting each student's scores on the five measures by their first principal factor loadings and then summing them.

The principal component method of factor analysis was used to extract the first factor among the intercorrelations.[5] This method extracts first that factor which accounts for the largest percent of variance among the intercorrelations, then the next largest, etc. In matrix terminology these factors are similar to the characteristic vectors and similarly, the amount of variance accounted for by each factor is analogous to the characteristic roots. The factor analysis revealed that there was a very strong first principal component which accounted for 75 percent of the total variance among the intercorrelations; hence, a single index of achievement could be used. The resulting weights derived from the factor analysis, which are used to obtain this index, or composite score, are:

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[4] Coleman, J.S. et al. Chapter 3.

[5] Horst, Paul, Factor Analysis of Data Matrices. Holt, Rhinehart and Winston, Inc.: 1965.

Non-Verbal	.76
Verbal	.92
Readg. Comp.	.87
Math. Ach.	.85
Gen'l. Info.	.91

If this first factor had been very different for different regional and racial groups then this same set of weights could not be used for the various groups. Analyses were conducted for different regional and racial groups and the comparison of results showed that the first factor was highly similar and hence that the same set of weights could be used. These analyses are given in detail in an earlier Note.[6]

This first principal factor, accounting for most of the variance among the test, can be interpreted to be "general scholastic ability." It is that attribute which is common to the set of the five measures. The composite score derived from the loadings of this factor similarly represents, therefore "general scholastic ability." The use of such a composite score is common practice among test publishers who develop a composite total score for a battery of tests of divergent abilities.

CRITERION SCALING

The technique of criterion scaling was developed and employed because it provided answers to three pressing problems. Scaling discrete categorical information, provision for non-linear or curvilinear scales, and estimation of missing data values. This procedure scales arbitrary variables with reference to an external criterion so as to maximize the correlation between the scale of the variable and the criterion. A detailed technical description and rationale of this procedure is attached in the Appendix. In the present case, the arbitrary variables are the discrete informational categories of the various questionnaire item responses and the criterion is the composite test score, the measure of general scholastic ability which was developed by factor analysis.

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[6] Mayeske, G.W. and Weinfeld, F.D., Factor Analyses of Achievement Measures From the Educational Opportunities Survey. Technical Note No. 21., Division of Operations Analysis, National Center for Educational Statistics, 1967.

By determining the average composite test score for those 9th grade students who responded to each questionnaire item alternative, we are able to use the standardized composite scores for each response category as its scale value. This technique of criterion scaling not only provides us with a scale value for each discrete or nominal category but also with a scale value for that group of students who did not respond at all to a particular questionnaire item. Similarly scale values are provided for items of unequal or unknown intervals. By this procedure any underlying non-linear or curvilinear trends in the data are retained and made immediately visible.

The estimation of missing data by use of the criterion scale value of that group of students who did not respond at all to a particular questionnaire item has the advantage over other methods, such as using the mean of the entire group of students, in that it has face validity and that it maximizes the relationship of the variable and the criterion. In other words, we are increasing the correlation between the newly criterion scaled variables and the composite criterion. This will stand us in good stead in the later stages of the analyses when we perform regression analyses using the same composite test score as the criterion. Criterion scaling does not attempt to produce an absolute scale but rather to scale the variable with reference to a definite criterion.

DISCUSSION

As an example of how the technique of criterion scaling actually scales discrete categories and estimates missing data, let us look at Table 1. Here the data from Question 18, Father's Occupation, are presented and the various discrete categories scaled and ranked according to our composite criterion. Occupational categories have been often used by other researchers and have generally been ranked, or scaled, by the average income earned by each occupational group. They could also have just as well been scaled by ranking according to a prestige scale, an educational scale, or a purchasing power scale. We have scaled the occupations according to the general scholastic ability of the students having fathers in the various occupational categories, since we are interested in the relationship between parental occupation and student achievement in school.

Father's occupation is often used as an index, or part of the index, of the student's socio-economic background or status. It is therefore of special interest to us to study student responses to this questionnaire item in terms of the percent of 9th grade students whose father is a member of a particular occupational group and their average composite score. These data are presented, together with their rankings, in Table 1.

TABLE 1

Percent of 9th Grade Students and Their Average Composite Score Classified by Father's Occupation (Q-18)

CATEGORY	FATHER'S OCCUPATION	PERCENT	COMPOSITE MEAN	SCORE+ RANK*
1	A. Technical	2.8	52.674	9
2	B. Official	4.1	52.299	8
3	C. Manager	12.6	53.451	10
4	D. Semi-skilled	16.6	50.060	5
5	E. Salesman	4.3	53.877	11
6	F. Farm or ranch manager or owner	3.8	50.397	6
7	G. Farm worker	2.4	43.316	3
8	H. Workman or laborer	10.5	48.657	4
9	I. Professional	6.7	56.597	12
10	J. Skilled worker or foreman	20.1	51.000	7
11	K. Don't know	10.8	43.057	2
0	Non-response	5.2	42.599	1

+ See question 18 for the standard deviation for each occupation.

* Rankings are from high to low, hence a high score indicates a high value.

Note that the standardized composite test score now scales category 10 (J), Professional, with the highest scale value of 56.597, rank 12; Farm worker, category 7 (G), has the low scale value of 43.316, rank 3. Now when we look at the two last categories, Don't Know and Non-Response, we find that the average composite test score of these students is 43.057 and 42.599, respectively. Therefore, it is more logical to assign these students these scale values and to rank them 2 and 1 than it is simply to assign them the mean value of 50.00 and assume that the Don't Know's and Non-Responses are a random sample of students. From experience we know that the Non-Responding students are more usually less able readers, less motivated students, and minority group students who are more apt to omit questionnaire items.

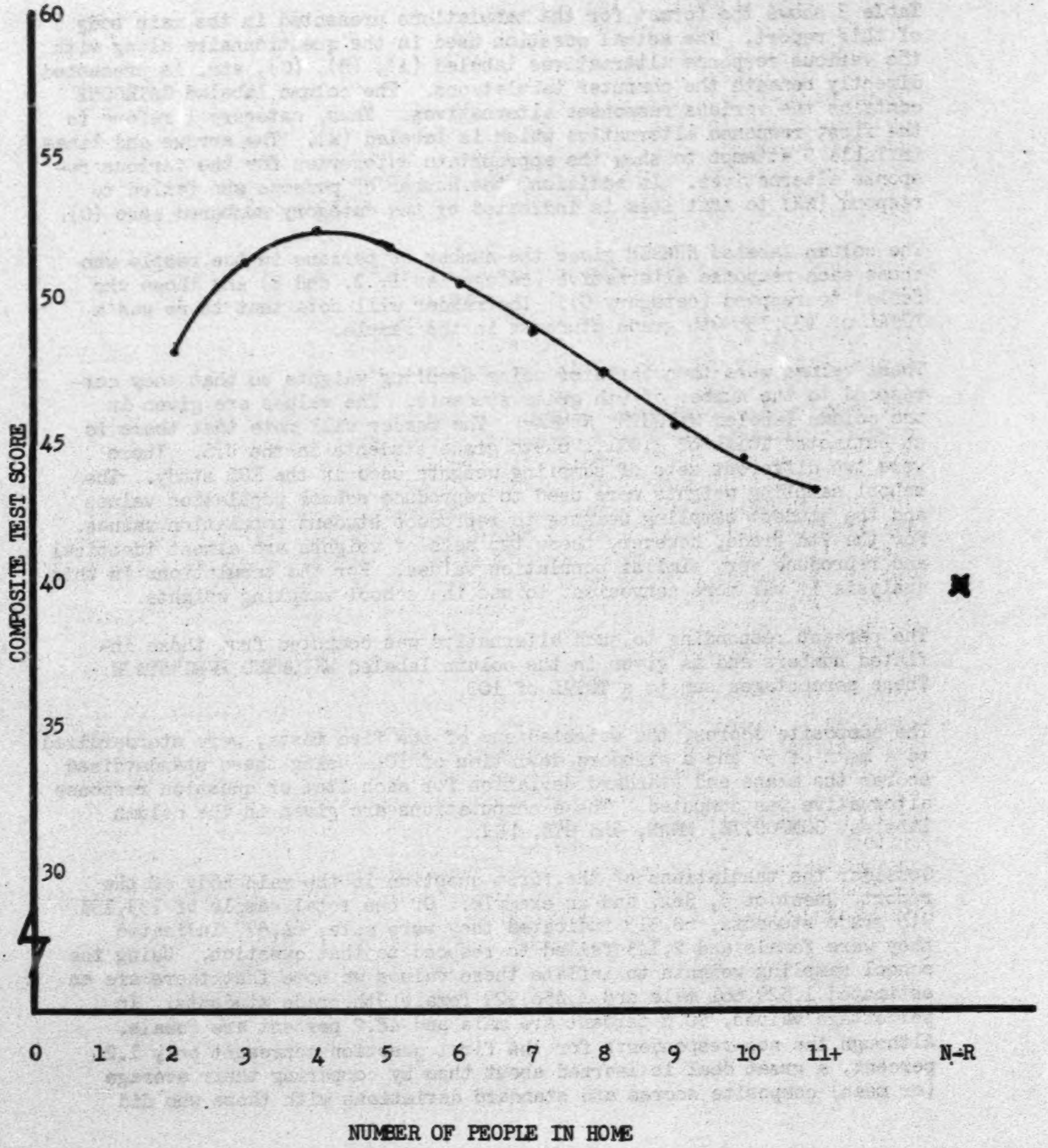
There are of course measurement errors in this scaling due to the ambiguity and wide variations in the given occupational class titles. This cannot be helped, however it may be noted by observing the standard deviation of the composite score of each occupational class which is given in the tabulated data for Question 18 in the tabulations.

The data on some variables were collected on interval scales, such as: Rooms in the home, people in the home, books in the home, or hours watching TV. However, what appears to be equal interval scales (watching TV 1, 2, 3 or 4 hours a day) are really unequal interval scales, in that the effect of watching TV 4 hours per day on student achievement is not twice the effect as watching TV for 2 hours. Criterion scaling has been most useful in converting such interval scales to a scale which maximizes the amount of composite score variance associated with the variable. In effect criterion scaling is a non-linear transformation of the original scale. Any inherent non-linear or curvilinear trends in the data are made immediately apparent.

Table 2 shows in graph form the data from the criterion scaling of Question 9, number of people in the home. The graph clearly shows that the a'priori scale of the different item alternatives of this question are not linearly related to the composite test score. There is clearly evident a curvilinear relationship between the interval scale of the variable and the criterion. By coding the item alternatives by their mean criterion test score these recoded variables are now maximally related to the criterion. It is believed that utilizing the curvilinear criterion scaling will yield more fruitful results in the latter regression analyses than using the original linear scale of the variable.

TABLE 2

Average Composite Score of 9th Grade Students Classified by Number of People in the Home (Q-9)



FORMAT OF TABULATIONS

Table 3 shows the format for the tabulations presented in the main body of this report. The actual question used in the questionnaire along with the various response alternatives labeled (A), (B), (C), etc. is presented directly beneath the computer tabulations. The column labeled CATEGORY contains the various responses alternatives. Thus, category 1 refers to the first response alternative which is labeled (A). The arrows and lines in Table 3 attempt to show the appropriate categories for the various response alternatives. In addition, the number of persons who failed to respond (NR) to that item is indicated by the category numbered zero (0).

The column labeled NUMBER gives the number of persons in the sample who chose each response alternative (categories 1, 2, and 3) and those who failed to respond (category 0). The reader will note that there was a TOTAL of 133,136 9th grade students in the sample.

These values were then inflated using sampling weights so that they correspond to the number of 9th grade students. The values are given in the column labeled WEIGHTED NUMBER. The reader will note that there is an estimated TOTAL of 3,021,476 9th grade students in the U.S. There were two different sets of sampling weights used in the EOS study. The school sampling weights were used to reproduce school population values and the student sampling weights to reproduce student population values. For the 9th grade, however, these two sets of weights are almost identical and reproduce very similar population values. For the tabulations in this analysis it was more convenient to use the school sampling weights.

The percent responding to each alternative was computed from these inflated numbers and is given in the column labeled WEIGHTED PERCENTAGE. These percentages sum to a TOTAL of 100.

The composite scores, the weighted sum of the five tests, were standardized to a mean of 50 and a standard deviation of 10. Using these standardized scores the means and standard deviation for each item or question response alternative was computed. These computations are given in the column labeled, COMPOSITE, MEAN, and STD. DEV.

Consider the tabulations of the first question in the main body of the report, Question 3, Sex, and an example. Of the total sample of 133,135 9th grade students, 66,313 indicated they were male, 64,677 indicated they were female and 2,145 failed to respond to that question. Using the school sampling weights to inflate these values we note that there are an estimated 1,529,661 male and 1,456,929 female 9th grade students. In percentage values, 50.6 percent are male and 48.2 percent are female. Although the non-respondents for the first question represent only 1.2 percent, a great deal is learned about them by comparing their average (or mean) composite scores and standard deviations with those who did

TABLE 3

Format For The Tabulations

Q XX

		WEIGHTED	WEIGHTED	COMPOSITE	
CATEGORY	NUMBER	NUMBER	PERCENTAGE	MEAN	STD.DEV.
1	XXXX	XXXX	XXXX	XXXX	XXXX
2	XXXX	XXXX	XXXX	XXXX	XXXX
3	XXXX	XXXX	XXXX	XXXX	XXXX
0 Non-Response	XXXX	XXXX	XXXX	XXXX	XXXX
TOTAL	133,136	3,021,476	100.0	50.000	10.000

Question XX

(A) Question response alternative 1
(B) Question response alternative 2
(C) Question response alternative 3

respond. Thus, one can note that females have a slightly higher verbal score (50.527) than males (49.760) and that their standard deviations are quite similar. However, the non-respondents have a composite score (38.511), that is about 11 to 12 points below that for males and females and they are more heterogeneous in terms of their composite score as indicated by their standard deviation of 11.578. This larger standard deviation indicates that there are diverse reasons for their failure to respond to this question. In view of their heteogeneity and small number, one might decide to exclude them from future analyses.

Due to the present limitations of computer capacity the first two questions of the 9th grade student questionnaire were not tabulated. The tabulations begin, therefore, with Question 3. The numbers and percentages response for each item alternative as well as the average composite scores are presented here for the first time. Special tabulations were made separately for 9th grade students going to school in the Standard Metropolitan Statistical Areas (SMSA) and those outside these areas (Non-SMSA). These tabulations are available but have not been appended to this report because they do not yield much additional information.

The reader may find many relationships in these analyses that are germane to his particular interest. The reader is cautioned not to attribute causation to the differences in achievement levels for the item responses because these differences may be due to many different interacting factors.

APPENDIX

by

Albert E. Beaton, Jr.

CRITERION SCALING

Summary. A procedure is presented for scaling arbitrary variables with reference to an external criterion so as to maximize the correlation between the scale of variable and criterion. The significance test of the correlation is shown to be identical to an analysis of variance. The procedure is particularly useful when the scaled item is unknown for some members of a specific sample. The procedure is extended to allow for interactions between several scales.

Problem. Many studies in the social sciences have one or several well behaved (equal interval, normal) dependent variables and a host of independent variables which have questionable numerical properties. For example, the EOS report used educational tests as dependent variables and a series of questionnaire items to measure independent variables such as economic status, school facilities, attitudes, etc. The purpose of the data analysis was to show the amount of the test score variances that could be associated with changes in the independent variables through regression and analysis of variance techniques. Unfortunately, as is usually the case with questiinnaire items, some of the questionnaire items represent nominal scales (e.g., father's occupation, race), some are of unequal interval (number of books in home, hours watching television), and some were irrelevant to a substantial portion of the sample (e.g., what track are you in), and, as usual, many respondents chose not to answer many of the questions.

The question here is: How do we scale (or code) the questionnaire items so as to maximize the amount of variance associated with the variable or, equivalently, to maximize the correlation between the scaled independent variable and the criterion?

The straightforward way of handling such data is to encode each independent variable as a set of dummy variables and proceed with an analysis of variance using regression techniques. This procedure avoids assumptions of equal interval scaling and linearity of regression. Dummy variables can also be used to encode terms for interactions between independent variables. But the dummy variable approach proliferates variables so as to make the analysis of a moderate number of questionnaire items impractical even with modern computers. For example, the EOS Ninth Grade Questionnaire had 115 items which would generate around 500 dummy variables for first order effects and more than 10^{64} dummy variables if all possible interactions are included. Since there is little hope for orthogonal decompositions with questionnaire items, matrices longer than those manipulatable with modern computers would have to be created and inverted.

The purpose of this paper is to present a technique for scaling the independent variables such that they correlate maximally with the criterion. In the simplest case, the procedure is equivalent to an eta (η) coefficient; in larger cases, it is shown to approximate a complete analysis of variance. The procedure is practical with modern computers.

Technique. Let us assume that we have a dependent variable Y which is continuous along an equal interval scale and an independent variable X of arbitrary scale type. X may be categorical, ordinal, unequal interval, or perhaps along an equal interval continuum. We would like to predict the scores Y from the scores X such that the error of estimation is minimal in a least squares sense. We will assume that whatever the form of X there are a finite number of categories into which the various sample members fall; for example, a categorical variable such as race would have a finite number of categories and a continuous variable such as "years of education" might be lumped into categories as integers for none, elementary, high school, etc. We wish to find a scale value C_j to assign to the members of the jth category of variable X such that the error in estimating Y is minimal over all categories of X.

Our least squared criteria is that

$$\sum_{j=1}^{k} \sum_{i=1}^{N_j} (Y_{ij} - C_j)^2$$

be a minimum. By elementary least squared we see that

$$C_j = \bar{Y}_j$$

that is, the scale values C_j which satisfy our criterion is the mean of the Y scores for those persons who fell in category j. The scale value for X is, therefore, the mean of Y for those who fell in that category of X. This method of predicting a quantitative variate from an attribute was shown by Guttman.7/

7/ Guttman, L. in Horst, P., "The Prediction of Personal Adjustment", Social Science Research Council, New York., (1941).

Since we have allowed X to by any arbitrary scale, we have no difficulty in handling those sample members for whom the score on the original X scale was unknown. (We cannot compensate for missing Y values since this is our criterion.) Missing X values are treated as another category; thus the scale value for those with unknown X is the mean of Y for all persons with unknown X. We use, therefore, the information that we have no information on X to assist us in the estimation of Y.

This technique of scaling variables from the mean of a criterion can also be used in non-linear fitting. Let us presume for the moment that X is a continuous variable and that Y is related to it in some non-linear fashion. We may divide the X continuum into intervals, compute the mean criteria for each interval, and correlate the criterion with the means. Although this procedure will not compute the parameters of the non-linear function, it does avoid the need to specify the function and will ordinarily result in a higher correlation and smaller residuals than most non-linear techniques. In fact, the only time when non-linear methods can result in smaller residuals is when the segmentation of the X continuum is so coarse that the fitted curve comes closer to the points in the interval than does the mean.

Multiple Independent Variables. If we have more than one independent variable, it is clear that we can scale each using this criterion scaling technique. We can compute a vector of correlation between the independent variables and the criterion and each will have the properties of the simple correlation. In some instances this can be an effective way of computing a large number of one-way analyses of variance.

However, the criterion scaling method does not in general work for a multifactor design, although it does work in certain special cases. The special case is where the independent variables are orthogonal, i.e., when the correlation between two scaled independent variables is zero. A sufficient (but not necessary) condition for orthogonality is that the scatter diagram between the unscaled independent variables have proportional cell numbers. This will of course seldom happen in questionnaire analyses since scatter diagrams represent the population distribution of the two independent variables; in designed experiments, however, orthogonality is sought for and thus not uncommon.

If the orthogonality condition holds, we may proceed to compute a multifactor analysis of variance by computing successive partial correlations. The variance of Y will then be successively reduced through each partialing operation. The reduction in the variance of Y by partialing an independent variable is the sum of squares due to that independent variable and, when divided by the appropriate number of degrees of freedom, produces a mean square to be used in the numerator of an F statistic. The error term will be the residual variance of Y after all independent variables are partialled out.

Using the means of Y as a scale value of X has several interesting properties. The mean of Y is of course identical to the mean of X. The intercept and slope of the regression line of Y on X will be zero and one, respectively, thus the regression equation is

$$\hat{Y} = 0 + 1X = X$$

The correlation between Y and X is easily shown to be the correlation ratio (η coefficient)

$$r^2_{YX} = \eta^2_{YX} = \frac{\sum_{j=1}^{k} N_j (\bar{Y}_j - \bar{Y})^2}{\sum_{j=1}^{k} \sum_{i=1}^{N_j} (Y_{ij} - \bar{Y})^2}$$

and the F test, testing the significance of the correlation coefficient

$$F^{k-1}_{N-k} = \frac{\eta^2_{YX}}{1 - \eta^2_{YX}} \cdot \frac{N - k}{k - 1}$$

is identical to the F test which would be computed in performing a one-way analysis of variance using the Y as dependent variable and the categories of X as treatments.

This technique is in fact an alternate method of computing a one-way analysis of variance. As such, it may be used as a method of computing an analysis of variance on a high speed computer when a correlation or regression program is available, but an analysis of variance program is not. The results will, of course, also be identical to those computed in the more complicated dummy variable approach to the one-way analysis of variance; however, the dummy variable approach generalizes to multi-factor designs, whereas this method does so only for orthogonal designs.

An alternate scaling method is to encode the categories of X as deviations,

$$C'_j = \bar{Y}_j - \bar{Y}$$

which will result in the regression equation

$$\hat{Y} = 1 + 1X .$$

This coding scheme has the same general properties as the above but seems somewhat more natural when we have many different X variables.

If we wish to include interaction terms, we may scale the interaction between the two independent variables, X and Z, say, by

$$C_{jj'} = \bar{\bar{Y}}_{jj'} - \bar{\bar{Y}}_{j.} - \bar{\bar{Y}}_{.j'} + \bar{\bar{Y}}_{..}$$

where $C_{jj'}$ is the scaled value for the jth category of X and the j' category of Z. If the intercorrelations among the scales including the interaction term are zero, then a complete analysis of variance including interaction can be computed. This relationship can be extended to any order interaction.

If the intercorrelations among several independent variables are not zero, then an analysis of variance will not be exact. This results from the fact that although the scaling technique forces the cell means to fall on a straight line in the first order regression, it cannot assure that residuals from a fitted line will also be exactly linear. It is clear that the error term will be correct since we can fit the cell means exactly by using interaction terms. For example, if we have scaled X and Z (such that the mean of each is zero) and we have coded the interaction between X and Z, then the regression equation will be

$$\hat{Y} = 1 + 1X + 1Z + 1\widehat{XZ}$$

where $\widehat{XZ}$ is the interaction term and $\hat{Y}$ is exactly the mean of the appropriate XZ cell. However, the mean squares computed for X, Z, and $\widehat{XZ}$ will not be exact.

Just how inexact the effects will be is unknown but under investigation at this time. We would surely prefer an exact solution if such were possible, but in many studies with a large number of independent variables an exact solution is impossible. Thus, this seems to be a useful method since it is exact for a one-factor analysis and some multifactor analyses and we may suspect that the loss of efficiency is not too gross when the intercorrelations among the scales is not high.

Interpretation. Criterion scaling does not attempt to produce an absolute scale for a factor but instead to scale the factor with reference to an external criterion. Thus the scale for a father's occupation might be quite different depending on whether it was scaled with reference to a child's measured reading ability or his salary or something else. We should, therefore, think of the scale only with reference to the criterion.

TABULATIONS

SEX Q3 336

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	66313.	1529661.	50.6	49.760	10.162
2	64677.	1456929.	48.2	50.527	9.605
0	2145.	34831.	1.2	38.511	11.578
TOTAL	133135.	3021422.	100.0	50.000	10.000

3. Are you a male or a female?

(A) Male
(B) Female

AGE Q4 337

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	2499.	44723.	1.5	46.211	10.386
2	24404.	521989.	17.3	50.731	9.640
3	76156.	1850889.	61.3	52.185	9.327
4	20054.	415377.	13.7	44.064	8.600
5	5766.	111849.	3.7	41.246	8.217
6	1344.	24856.	0.8	39.318	8.416
7	649.	14456.	0.5	41.331	10.169
0	2264.	37336.	1.2	38.732	11.120
TOTAL	133136.	3021476.	100.0	50.000	10.000

4. How old were you on your last birthday?

(A) 12 or younger
(B) 13
(C) 14
(D) 15
(E) 16
(F) 17
(G) 18 or older

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AREA MOST OF LIFE    Q5       338


                        WEIGHTED     WEIGHTED       COMPOSITE
CATEGORY      NUMBER     NUMBER     PERCENTAGE    MEAN     STD.DEV.

    1         99284.   2207838.         73.1     50.183      9.798
    2         16386.    419941.         13.9     50.070      9.829
    3         11530.    287171.          9.5     51.121     10.167
    4           974.     16157.          0.5     40.415      9.753
    5           370.      7746.          0.3     39.596      9.473
    6           301.      6251.          0.2     43.586     11.748
    7          1406.     26923.          0.9     48.121     10.565
    0          2885.     49449.          1.6     41.305     11.901

  TOTAL      133136.   3021476.        100.0     50.000     10.000
```

5. Where have you spent most of your life?

(A) In this city, town, or county
(B) In this state but outside this city, town, or county
(C) In another state in the U. S.
(D) In Puerto Rico or another U. S. possession
(E) In Mexico
(F) In Canada
(G) In a country other than the U. S., Canada, or Mexico

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TYPE OF COMMUNITY    Q6       339


                        WEIGHTED     WEIGHTED       COMPOSITE
CATEGORY      NUMBER     NUMBER     PERCENTAGE    MEAN     STD.DEV.

    1         27084.    611906.         20.3     47.573      9.952
    2         25062.    618020.         20.5     50.135      9.630
    3         29527.    724552.         24.0     51.633      9.267
    4         10498.    257748.          8.5     51.422      9.804
    5         14010.    278655.          9.2     49.565      9.550
    6          6415.    170540.          5.6     54.101      9.336
    7         10472.    166851.          5.5     49.108     10.012
    8          4603.    100722.          3.3     52.640     11.295
    0          5464.     92478.          3.1     40.879     10.330

  TOTAL      133135.   3021472.        100.0     50.000     10.000
```

6. In what type of community have you spent most of your life? (Give your best estimate if you are not sure.)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium size city (10,000 to 100,000 people)
(D) In a suburb of a medium size city
(E) Inside a large city (100,000 to 500,000 people)
(F) In a suburb of a large city
(G) In a very large city (over 500,000 people)
(H) In a suburb of a very large city

RACE Q7+ 340-341

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	37583.	484275.	16.0	41.609	8.329
2	77039.	2205418.	73.0	52.786	8.811
3	5943.	133034.	4.4	43.599	9.320
4	3797.	47053.	1.6	40.643	9.048
5	2919.	57180.	1.9	44.839	8.717
6	1695.	24753.	0.8	51.024	9.859
7	1691.	30559.	1.0	45.707	9.588
0	2469.	39205.	1.3	39.976	11.837
TOTAL	133136.	3021477.	100.0	50.000	10.000

7* Which of the following best describes you?

(A) Negro
(B) White
(C) Mexican American
(D) Puerto Rican
(E) American Indian
(F) Oriental
(G) Other

NUMBER IN HOME Q9 342

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	2879.	57141.	1.9	48.055	10.612
2	12395.	287190.	9.5	51.253	9.872
3	26122.	632890.	20.9	52.399	9.367
4	26737.	655167.	21.7	51.783	9.447
5	20967.	503753.	16.7	50.543	9.599
6	14147.	314310.	10.4	48.763	9.766
7	9442.	199137.	6.6	47.423	9.664
8	6353.	121323.	4.0	45.542	9.582
9	4329.	76651.	2.5	44.330	9.588
10	7075.	128393.	4.2	43.223	9.238
0	2690.	45522.	1.5	39.864	11.289
TOTAL	133136.	3021477.	100.0	50.000	10.000

9. How many people live in your home, including yourself, parents, brothers, sisters, relatives, and others who live with you?

(A) 2
(B) 3
(C) 4
(D) 5
(E) 6
(F) 7
(G) 8
(H) 9
(I) 10
(J) 11 or more

NUMBER OF SIBLINGS Q10 343

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	7340.	158809.	5.3	50.337	10.764
2	20679.	505906.	16.7	53.361	9.211
3	24054.	605999.	20.1	52.604	9.332
4	19855.	493614.	16.3	51.431	9.354
5	15880.	370637.	12.3	49.723	9.520
6	11448.	250064.	8.3	48.182	9.512
7	8513.	175503.	5.8	46.628	9.423
8	6480.	124410.	4.1	45.497	9.297
9	4994.	90537.	3.0	44.155	9.208
10	11088.	199149.	6.6	43.400	8.846
0	2805.	46850.	1.6	39.633	11.333
TOTAL	133136.	3021477.	100.0	50.000	10.000

10. How many brothers and sisters do you have altogether? Include stepbrothers and stepsisters and half brothers and half sisters, if any.

(A) None
(B) 1
(C) 2
(D) 3
(E) 4
(F) 5
(G) 6
(H) 7
(I) 8
(J) 9 or more

OLDER SIBLINGS Q11 344

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	39541.	953596.	31.6	52.221	9.730
2	34362.	825745.	27.3	51.360	9.434
3	22147.	507342.	16.8	49.806	9.610
4	12452.	266825.	8.8	47.951	9.528
5	7507.	154651.	5.1	46.415	9.610
6	4653.	90283.	3.0	45.519	9.463
7	3129.	59324.	2.0	44.652	9.406
8	2233.	40325.	1.3	43.287	9.279
9	1469.	26899.	0.9	43.066	8.756
10	2769.	49810.	1.6	42.337	9.133
0	2874.	46677.	1.5	39.681	11.456
TOTAL	133136.	3021477.	100.0	50.000	10.000

11. How many brothers and sisters do you have who are older than you are? Include stepbrothers and stepsisters and half brothers and half sisters, if any.

(A) None
(B) 1
(C) 2
(D) 3
(E) 4
(F) 5
(G) 6
(H) 7
(I) 8
(J) 9 or more

NO. DROPPED OUT HS Q12 345

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	36034.	876763.	29.0	52.822	9.494
2	65021.	1517563.	50.2	50.760	9.554
3	14238.	295530.	9.8	45.920	9.129
4	6379.	120741.	4.0	43.700	8.861
5	3228.	60856.	2.0	43.024	8.706
6	1722.	31364.	1.0	41.906	8.685
7	971.	17467.	0.6	41.927	8.709
8	634.	12553.	0.4	41.150	8.623
9	403.	7594.	0.3	39.794	8.370
10	841.	18162.	0.6	42.579	10.042
0	3665.	62883.	2.1	41.756	11.350
TOTAL	133136.	3021476.	100.0	50.000	10.000

12. How many of your older brothers and sisters left high school before finishing?

(A) Have no older brothers or sisters
(B) None
(C) 1
(D) 2
(E) 3
(F) 4
(G) 5
(H) 6
(I) 7
(J) 8 or more

FOR. LANG. PARENT Q13 346

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	22274.	452982.	15.0	47.076	9.253
2	107872.	2519278.	83.4	50.723	9.895
0	2989.	49210.	1.6	39.911	11.492
TOTAL	133135.	3021469.	100.0	50.000	10.000

13. Does anyone in your home speak a language other than English most of the time? (Spanish, Italian, Polish, German, etc.)

(A) Yes
(B) No

FOR. LANG. STUDENT Q14 347

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	STD.DEV.
1	6439.	118653.	3.9	45.557	9.773
2	8813.	193006.	6.4	50.500	10.212
3	16818.	396347.	13.1	52.663	9.353
4	98251.	2267651.	75.1	49.934	9.842
0	2815.	45819.	1.5	39.613	11.655
TOTAL	133136.	3021476.	100.0	50.000	10.000

14. Do you speak a foreign language other than English outside of school?

(A) Yes, frequently
(B) Yes, occasionally
(C) Yes, rarely
(D) No

ROOMS IN HOME Q15 348

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	STD.DEV.
1	851.	17790.	0.6	44.523	11.080
2	1268.	22763.	0.8	40.441	8.661
3	4843.	83049.	2.7	42.627	9.305
4	16845.	306210.	10.1	46.089	9.609
5	28269.	626711.	20.7	49.109	9.523
6	30782.	734911.	24.3	50.732	9.581
7	20523.	505985.	16.7	51.830	9.527
8	12516.	313185.	10.4	52.451	9.618
9	6646.	167866.	5.6	52.915	9.565
10	7758.	194644.	6.4	52.065	9.913
0	2835.	48363.	1.6	40.919	11.673
TOTAL	133136.	3021477.	100.0	50.000	10.000

15. How many rooms are there in your home? Count only the rooms your family lives in. Count the kitchen (if separate) but not bathrooms.

(A) 1
(B) 2
(C) 3
(D) 4
(E) 5
(F) 6
(G) 7
(H) 8
(I) 9
(J) 10 or more

ACTS AS FATHER Q16 349

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	STD.DEV.
1	95508.	2320773.	76.8	51.329	9.585
2	9649.	169527.	5.6	46.631	9.998
3	8221.	178171.	5.9	47.142	9.424
4	955.	18044.	0.6	41.438	9.447
5	1962.	30728.	1.0	42.770	9.487
6	1784.	32903.	1.1	45.075	9.205
7	992.	19028.	0.6	44.688	9.870
8	10199.	186437.	6.2	45.652	10.107
0	3865.	65861.	2.2	41.598	11.147
TOTAL	133135.	3021472.	100.0	50.000	10.000

16. Who is now acting as your father? If you are adopted, consider your adoptive father as your real father.

(A) My real father, who is living at home
(B) My real father, who is not living at home
(C) My stepfather
(D) My foster father
(E) My grandfather
(F) Another relative (uncle, etc.)
(G) Another adult
(H) No one

ACTS AS MOTHER Q17 350

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	STD.DEV.
1	116404.	2710142.	89.7	50.739	9.694
2	2173.	41707.	1.4	44.946	10.470
3	2123.	47934.	1.6	46.792	9.900
4	840.	16268.	0.5	41.880	9.478
5	2394.	37922.	1.3	43.215	9.548
6	1658.	29371.	1.0	43.744	9.307
7	480.	9479.	0.3	43.746	9.940
8	3253.	61257.	2.0	43.186	10.028
0	3811.	67393.	2.2	41.285	11.106
TOTAL	133136.	3021475.	100.0	50.000	10.000

17. Who is now acting as your mother? If you are adopted, consider your adoptive mother as your real mother.

(A) My real mother, who is living at home
(B) My real mother, who is not living at home
(C) My stepmother
(D) My foster mother
(E) My grandmother
(F) Another relative (aunt, etc.)
(G) Another adult
(H) No one

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FATHER'S OCCUP.      Q18     351-352

                        WEIGHTED      WEIGHTED          COMPOSITE
CATEGORY     NUMBER      NUMBER      PERCENTAGE      MEAN     STD.DEV.

    1         3314.      82750.          2.8        52.674    10.328
    2         4908.     122045.          4.1        52.299    10.226
    3        14663.     376350.         12.6        53.451     9.160
    4        21702.     495591.         16.6        50.060     9.119
    5         4729.     128411.          4.3        53.877     8.898
    6         4735.     114369.          3.8        50.397    10.250
    7         3975.      71372.          2.4        43.316     9.405
    8        14255.     313193.         10.5        48.657     8.897
    9         8048.     199114.          6.7        56.597     9.368
   10        23812.     599270.         20.1        51.000     8.779
   11        18043.     321445.         10.8        43.057     8.847
    0         8961.     156323.          5.2        42.599    10.365

  TOTAL     131145.    2980231.        100.0        50.000    10.000
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18. What work does your father do? You probably will not find his exact job listed, but check the one that comes closest. If he is now out of work or if he's retired, mark the one that he usually did. Mark only his main job if he works on more than one.

(A) Technical—such as draftsman, surveyor, medical or dental technician, etc.

(B) Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.

(C) Manager—such as sales manager, store manager, office manager, factory supervisor, etc.
Proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.

(D) Semiskilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
Clerical worker—such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
Service worker—such as barber, waiter, etc.
Protective worker—such as policeman, detective, sheriff, fireman, etc.

(E) Salesman—such as real estate or insurance salesman, factory representative, etc.

(F) Farm or ranch manager or owner

(G) Farm worker on one or more than one farm

(H) Workman or laborer—such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.

(I) Professional—such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.

(J) Skilled worker or foreman—such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.

(K) Don't know

FATHER'S EDUCATION Q19 353

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	9240.	176010.	5.8	44.569	9.187
2	11254.	262189.	8.7	48.267	9.259
3	23608.	556095.	18.4	49.109	9.154
4	29481.	748585.	24.8	51.845	8.979
5	4084.	106080.	3.5	54.281	9.112
6	7818.	206102.	6.8	54.662	8.749
7	9605.	243474.	8.1	55.840	9.219
8	4141.	103305.	3.4	57.925	9.047
9	28860.	530417.	17.6	45.414	9.375
0	5045.	89222.	3.0	42.166	10.946
TOTAL	133136.	3021478.	100.0	50.000	10.000

19. How far in school did your father go?

(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Technical or business school after high school
(F) Some college but less than 4 years
(G) Graduated from a 4 year college
(H) Attended graduate or professional school
(I) Don't know

MOTHER'S EDUCATION Q20 354

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	6418.	114065.	3.8	43.460	8.946
2	10537.	221215.	7.3	46.732	9.324
3	27963.	617179.	20.4	48.030	9.083
4	41262.	1046331.	34.6	52.054	8.981
5	6041.	154257.	5.1	55.302	9.107
6	7463.	192782.	6.4	55.235	9.045
7	7133.	175868.	5.8	55.665	9.700
8	1932.	46786.	1.5	55.533	10.399
9	19927.	374057.	12.4	44.875	9.368
0	4460.	78936.	2.6	41.984	11.132
TOTAL	133136.	3021477.	100.0	50.000	10.000

20. How far in school did your mother go?

(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Technical, nursing, or business school after high school
(F) Some college but less than 4 years
(G) Graduated from a 4 year college
(H) Attended graduate or professional school
(I) Don't know

MOTHER'S COMMUNITY   Q21   355

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	47755.	1103525.	36.5	49.490	9.532
2	21585.	543706.	18.0	51.881	9.414
3	16161.	387888.	12.8	52.690	9.201
4	4627.	105541.	3.5	50.561	9.968
5	8522.	191934.	6.4	52.174	9.564
6	2441.	59329.	2.0	52.867	9.861
7	5902.	120286.	4.0	54.060	9.989
8	1659.	35990.	1.2	52.898	11.117
9	18791.	370271.	12.3	44.690	9.426
0	5693.	103009.	3.4	42.465	11.090
TOTAL	133136.	3021477.	100.0	50.000	10.000

21. In what type of community did your mother live when she was about your age? (Give your best estimate if you are not sure.)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium size city (10,000 to 100,000 people)
(D) In a suburb of a medium size city
(E) Inside a large city (100,000 to 500,000 people)
(F) In a suburb of a large city
(G) In a very large city (over 500,000 people)
(H) In a suburb of a very large city
(I) Don't know

SOURCE OF INCOME   Q22   356

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	93617.	2269485.	75.1	51.387	9.560
2	15757.	299381.	9.9	47.341	9.953
3	3702.	80928.	2.7	48.065	9.842
4	668.	12956.	0.4	40.797	9.904
5	7074.	131329.	4.3	44.904	9.138
6	5634.	105021.	3.5	43.146	9.622
0	6679.	122334.	4.0	4[illegible].391	11.154
TOTAL	133131.	3021433.	100.0	50.000	10.000

22. Where does most of the money come from that pays for your food, house, and clothing?

(A) My father's work
(B) My mother's work
(C) My stepfather or male relative's work
(D) My stepmother or female relative's work
(E) Someone not listed above
(F) Don't know

MOTHER WORK Q23 357

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE	
				MEAN	STD.DEV.
1	40948.	892449.	29.5	49.316	9.823
2	22363.	492020.	16.3	49.899	10.140
3	66337.	1580940.	52.3	50.736	9.818
0	3488.	56066.	1.9	40.970	11.334
TOTAL	133136.	3021476.	100.0	50.000	10.000

23. Does your mother have a job outside your home?

(A) Yes, full-time
(B) Yes, part-time
(C) No

MOTHER'S INTEREST Q24 358

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE	
				MEAN	STD.DEV.
1	68868.	1472598.	48.7	51.520	10.312
2	31564.	805546.	26.7	51.541	8.710
3	13130.	335831.	11.1	46.708	7.983
4	5383.	101270.	3.4	40.265	7.518
5	11289.	254688.	8.4	46.202	9.619
0	2902.	51544.	1.7	41.838	12.535
TOTAL	133136.	3021477.	100.0	50.000	10.000

24. How good a student does your mother want you to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

FATHER'S INTEREST Q25 359

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	68174.	1497101.	49.5	51.577	10.136
2	27804.	714158.	23.6	51.511	8.855
3	10712.	276012.	9.1	46.815	8.136
4	4668.	90403.	3.0	40.933	8.123
5	17453.	367183.	12.2	46.659	9.639
0	4325.	76618.	2.5	43.289	11.909
TOTAL	133136.	3021477.	100.0	50.000	10.000

25. How good a student does your father want you to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

SCHOOL DISCUSSIONS Q26 360

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	75438.	1704982.	56.4	50.896	9.855
2	31113.	703325.	23.3	49.926	9.878
3	9722.	225040.	7.4	48.775	9.898
4	12716.	311628.	10.3	47.935	9.561
0	4147.	76501.	2.5	42.728	11.610
TOTAL	133136.	3021476.	100.0	50.000	10.000

26. How often do you and your parents talk about your school work?

(A) Just about every day
(B) Once or twice a week
(C) Once or twice a month
(D) Never or hardly ever

FATHER'S DESIRES Q27 361

		WEIGHTED	WEIGHTED	COMPOSITE	
CATEGORY	NUMBER	NUMBER	PERCENTAGE	MEAN	STD.DEV.
1	2205.	45651.	1.5	42.570	10.042
2	15156.	353267.	11.7	44.251	8.536
3	15969.	359019.	11.9	48.193	8.800
4	8757.	198696.	6.6	47.017	9.078
5	52051.	1226811.	40.6	53.014	9.291
6	11278.	263016.	8.7	55.592	9.300
7	5886.	105452.	3.5	47.354	9.601
8	17644.	396992.	13.1	48.149	9.654
0	4189.	72571.	2.4	42.514	11.494
TOTAL	133135.	3021473.	100.0	50.000	10.000

27. How much education does your father want you to have?

(A) Doesn't care if I finish high school or not
(B) Finish high school only
(C) Technical, nursing, or business school after high school
(D) Some college but less than 4 years
(E) Graduate from a 4 year college
(F) Professional or graduate school
(G) Father is not at home
(H) Don't know

MOTHER'S DESIRES Q28 362

		WEIGHTED	WEIGHTED	COMPOSITE	
CATEGORY	NUMBER	NUMBER	PERCENTAGE	MEAN	STD.DEV.
1	1684.	33803.	1.1	41.178	9.984
2	15806.	362262.	12.0	44.095	8.437
3	18496.	408637.	13.5	48.189	8.822
4	9883.	219569.	7.3	47.073	9.096
5	57633.	1330562.	44.0	52.682	9.382
6	12613.	287060.	9.5	55.075	9.517
7	988.	19114.	0.6	45.337	10.606
8	12720.	303384.	10.0	48.023	9.656
0	3313.	57086.	1.9	40.953	11.645
TOTAL	133136.	3021477.	100.0	50.000	10.000

28. How much education does your mother want you to have?

(A) Doesn't care if I finish high school or not
(B) Finish high school only
(C) Technical, nursing, or business school after high school
(D) Some college but less than 4 years
(E) Graduate from a 4 year college
(F) Professional or graduate school
(G) Mother is not at home
(H) Don't know

PTA ATTENDANCE Q29 363

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	43115.	1063421.	35.2	49.451	9.254
2	32035.	719935.	23.8	50.616	9.980
3	12423.	261580.	8.7	50.746	10.242
4	21390.	457565.	15.1	51.770	10.387
5	4959.	126474.	4.2	53.432	9.963
6	15202.	323804.	10.7	47.742	9.779
0	4010.	68692.	2.3	41.739	11.481
TOTAL	133134.	3021472.	100.0	50.000	10.000

29. About how often last year did your mother or father attend parent association meetings such as the PTA ?

(A) Not at all
(B) Once in a while
(C) About half the meetings
(D) Most or all of the meetings
(E) There isn't a parent association at this school
(F) Don't know

PRE-SCHOOL READING Q30 364

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	9242.	198618.	6.6	45.153	9.629
2	20668.	493691.	16.3	48.671	9.604
3	35976.	883776.	29.2	52.370	9.289
4	35668.	783596.	25.9	51.916	9.912
5	28547.	612430.	20.3	47.664	9.588
0	3035.	49366.	1.6	38.946	10.943
TOTAL	133136.	3021477.	100.0	50.000	10.000

30. Did anyone at home read to you when you were small, before you started school?

(A) No
(B) Once in a while
(C) Many times but not regularly
(D) Many times and regularly
(E) Don't remember

```
TV                          031        365

                          WEIGHTED     WEIGHTED          COMPOSITE
CATEGORY      NUMBER       NUMBER     PERCENTAGE     MEAN     STD.DEV.

    1        124995.     2879002.          95.3     50.395      9.761
    2          5463.      100833.           3.3     43.532     10.870
    0          2675.       41620.           1.4     38.347     11.589

  TOTAL      133133.     3021456.         100.0     50.000     10.000
```

31. Television set

(A) Yes
(B) No

```
TELEPHONE                   032        366

                          WEIGHTED     WEIGHTED          COMPOSITE
CATEGORY      NUMBER       NUMBER     PERCENTAGE     MEAN     STD.DEV.

    1        103568.     2522091.          83.6     51.393      9.504
    2         26852.      457650.          15.1     43.412      9.165
    0          2713.       41716.           1.4     38.061     11.169

  TOTAL      133133.     3021456.         100.0     50.000     10.000
```

32. Telephone

(A) Yes
(B) No

```
RECORD PLAYER               033        367

                          WEIGHTED     WEIGHTED          COMPOSITE
CATEGORY      NUMBER       NUMBER     PERCENTAGE     MEAN     STD.DEV.

    1        113903.     2654509.          87.9     50.696      9.701
    2         16461.      324279.          10.7     45.905     10.237
    0          2769.       42668.           1.4     37.850     11.162

  TOTAL      133133.     3021456.         100.0     50.000     10.000
```

33. Record player, hi fi, or stereo

(A) Yes
(B) No

```
REFRIGERATOR            Q34       368


                          WEIGHTED     WEIGHTED          COMPOSITE
CATEGORY      NUMBER       NUMBER     PERCENTAGE      MEAN    STD.DEV.

     1       126497.    2913288.         96.4        50.427     9.743
     2         3808.      65057.          2.2        38.781     8.943
     0         2827.      43103.          1.4        38.081    11.326

   TOTAL     133132.    3021447.        100.0        50.000    10.000
```

34. Electric or gas refrigerator

(A) Yes
(B) No

```
DICTIONARY              Q35       369


                          WEIGHTED     WEIGHTED          COMPOSITE
CATEGORY      NUMBER       NUMBER     PERCENTAGE      MEAN    STD.DEV.

     1       123129.    2845589.         94.2        50.609     9.686
     2         7154.     132022.          4.4        40.827     9.150
     0         2848.      43789.          1.4        38.073    11.412

   TOTAL     133131.    3021400.        100.0        50.000    10.000
```

35. Dictionary

(A) Yes
(B) No

```
ENCYCLOPEDIA            Q36       370


                          WEIGHTED     WEIGHTED          COMPOSITE
CATEGORY      NUMBER       NUMBER     PERCENTAGE      MEAN    STD.DEV.

     1        98157.    2378579.         78.7        51.506     9.455
     2        31690.     593343.         19.6        44.988     9.702
     0         3286.      49534.          1.6        37.710    10.886

   TOTAL     133133.    3021456.        100.0        50.000    10.000
```

36. Encyclopedia

(A) Yes
(B) No

```
AUTOMOBILE                 037      371

                           WEIGHTED      WEIGHTED       COMPOSITE
CATEGORY      NUMBER        NUMBER     PERCENTAGE    MEAN    STD.DEV.

    1        110060.      2699274.         89.3     50.922     9.623
    2         20116.       277201.          9.2     42.936     9.331
    0          2956.        44951.          1.5     38.220    11.263

  TOTAL      133132.      3021426.        100.0     50.000    10.000
```

37. Automobile

(A) Yes
(B) No

```
VACUUM CLEANER             038      372

                           WEIGHTED      WEIGHTED       COMPOSITE
CATEGORY      NUMBER        NUMBER     PERCENTAGE    MEAN    STD.DEV.

    1         95654.      2432998.         80.5     51.763     9.355
    2         34240.       539042.         17.8     43.148     8.936
    0          3239.        49417.          1.6     37.929    11.124

  TOTAL      133133.      3021457.        100.0     50.000    10.000
```

38. Vacuum cleaner

(A) Yes
(B) No

```
NEWSPAPER                  039      373

                           WEIGHTED      WEIGHTED       COMPOSITE
CATEGORY      NUMBER        NUMBER     PERCENTAGE    MEAN    STD.DEV.

    1        105170.      2485698.         82.3     51.106     9.637
    2         24401.       477986.         15.8     45.440     9.682
    0          3560.        57708.          1.9     40.132    11.680

  TOTAL      133131.      3021392.        100.0     50.000    10.000
```

39. Daily newspaper

(A) Yes
(B) No

PUBLIC LIBRARY Q40 374

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	18750.	368309.	12.2	47.791	10.883
2	30051.	671229.	22.2	52.244	9.869
3	40070.	975344.	32.3	52.235	9.121
4	40716.	949934.	31.4	47.555	9.375
0	3549.	56660.	1.9	40.297	11.469
TOTAL	133136.	3021477.	100.0	50.000	10.000

40. **How often do you go to a public library or bookmobile (not your school library)?**

- **(A) Once a week or more**
- **(B) 2 or 3 times a month**
- **(C) Once a month or less**
- **(D) Never**

NO. OF MAGAZINES Q41 375

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	23839.	484774.	16.0	46.153	9.437
2	37455.	867420.	28.7	49.887	9.081
3	36454.	889026.	29.4	51.824	9.302
4	15952.	392798.	13.0	53.228	9.761
5	15987.	332030.	11.0	49.019	11.696
0	3449.	55429.	1.8	39.161	10.914
TOTAL	133136.	3021477.	100.0	50.000	10.000

41. **How many magazines do you and your family get regularly at home?**

- **(A) None**
- **(B) 1 or 2**
- **(C) 3 or 4**
- **(D) 5 or 6**
- **(E) 7 or more**

NO. OF BOOKS 042 376

		WEIGHTED	WEIGHTED	COMPOSITE	
CATEGORY	NUMBER	NUMBER	PERCENTAGE	MEAN	STD.DEV.
1	9253.	179937.	6.0	43.441	8.933
2	26609.	519750.	17.2	45.720	9.290
3	44623.	1033486.	34.2	49.904	9.104
4	26190.	659106.	21.8	52.915	9.188
5	22294.	559428.	18.5	53.997	9.897
0	4167.	69771.	2.3	40.637	11.298
TOTAL	133136.	3021477.	100.0	50.000	10.000

42. How many books are in your home?

(A) None or very few (0 to 9)
(B) A few (10 to 24)
(C) One bookcase full (25 to 99)
(D) Two bookcases full (100 to 249)
(E) Three or more bookcases full (250 or more)

SCHOOL CURRICULUM 043 377

		WEIGHTED	WEIGHTED	COMPOSITE	
CATEGORY	NUMBER	NUMBER	PERCENTAGE	MEAN	STD.DEV.
1	27189.	684705.	22.7	51.512	9.374
2	32632.	781045.	25.8	55.845	8.659
3	11326.	240547.	8.0	47.778	8.053
4	4435.	89210.	3.0	46.322	9.213
5	3143.	66336.	2.2	43.121	9.277
6	3666.	81855.	2.7	45.973	8.662
7	6079.	125722.	4.2	46.726	9.222
8	38255.	836840.	27.7	46.775	9.350
0	6411.	115217.	3.8	42.696	10.718
TOTAL	133136.	3021477.	100.0	50.000	10.000

43. Which one of the following best describes the program or curriculum you are enrolled in?

(A) General
(B) College preparatory
(C) Commercial or business
(D) Vocational
(E) Agriculture
(F) Industrial arts
(G) Other
(H) Don't know yet

KINDERGARTEN 044 378

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	74438.	1728470.	57.2	51.694	9.645
2	55551.	1245894.	41.2	48.127	9.785
0	3143.	47039.	1.6	37.364	10.532
TOTAL	133132.	3021402.	100.0	50.000	10.000

44. Did you go to kindergarten before you started the first grade?

(A) Yes
(B) No

NURSERY SCHOOL 045 379

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	15465.	322045.	10.7	51.534	10.591
2	100013.	2363131.	78.2	50.560	9.564
3	13941.	277116.	9.2	45.775	10.219
0	3716.	59130.	2.0	39.047	11.170
TOTAL	133135.	3021422.	100.0	50.000	10.000

45. Did you go to nursery school before you went to kindergarten?

(A) Yes
(B) No
(C) Don't remember

CHANGES IN SCHOOL 046 380

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	51983.	1154911.	38.2	50.984	9.866
2	26814.	605325.	20.0	50.670	10.019
3	14821.	329188.	10.9	49.091	10.175
4	14944.	342409.	11.3	48.868	9.658
5	21122.	537021.	17.8	49.616	9.364
0	3452.	52624.	1.7	37.675	10.398
TOTAL	133136.	3021477.	100.0	50.000	10.000

46. About how many times have you changed schools since you started the first grade (not counting promotions from one school to another)?

(A) Never
(B) Once
(C) Twice
(D) Three times
(E) Four times or more

LAST CHANGE SCHOOL 047 381

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	52401.	1162042.	38.5	50.793	9.905
2	14591.	342547.	11.3	48.704	9.968
3	8339.	190312.	6.3	48.834	10.295
4	10245.	238253.	7.9	49.202	9.823
5	11211.	260510.	8.6	49.601	9.760
6	9099.	217348.	7.2	51.044	9.438
7	23015.	545950.	18.1	51.091	9.391
0	4234.	64463.	2.1	37.836	9.990
TOTAL	133135.	3021424.	100.0	50.000	10.000

47. When was the last time you changed schools (not counting promotions from one school to another)?

(A) I have not changed schools
(B) Less than a year ago
(C) About one year ago
(D) About two years ago
(E) About three years ago
(F) About four years ago
(G) About five or more years ago

DESIRED EDUCATION 048 382

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	5253.	109046.	3.6	42.040	8.745
2	21937.	493431.	16.3	44.127	8.389
3	22429.	508650.	16.8	48.605	8.690
4	12874.	299914.	9.9	48.643	8.790
5	42868.	1005782.	33.3	52.830	9.187
6	23553.	534077.	17.7	55.153	9.561
0	4222.	70577.	2.3	39.857	11.174
TOTAL	133136.	3021477.	100.0	50.000	10.000

48. How far do you want to go in school?

(A) I do not want to finish high school
(B) I want to finish high school only
(C) I want to go to technical, nursing, or business school after high school
(D) Some college training, but less than 4 years
(E) I want to graduate from a 4 year college
(F) I want to do professional or graduate work after I finish college

```
WHITE STUDENTS CL.  049      383

                       WEIGHTED     WEIGHTED          COMPOSITE
CATEGORY     NUMBER     NUMBER     PERCENTAGE      MEAN     STD.DEV.

    1        29341.    384941.         12.7       41.293      8.608
    2        12007.    174030.          5.8       45.303      9.322
    3         7526.    119264.          3.9       44.744      9.542
    4        27842.    641034.         21.2       52.096      9.108
    5        51626.   1628604.         53.9       52.559      8.866
    0         4794.     73604.          2.4       40.281     11.471

  TOTAL     133136.   3021477.        100.0       50.000     10.000
```

49. In your classes last year, how many students were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

```
WHITE TEACHERS CL.  050      384

                       WEIGHTED     WEIGHTED          COMPOSITE
CATEGORY     NUMBER     NUMBER     PERCENTAGE      MEAN     STD.DEV.

    1        27443.    365507.         12.1       41.456      8.863
    2         7098.    100741.          3.3       43.716      9.222
    3         4415.     60402.          2.0       42.014      8.913
    4        14122.    236979.          7.8       49.565      9.699
    5        75564.   2191280.         72.5       52.299      8.955
    0         4494.     66568.          2.2       39.543     11.390

  TOTAL     133136.   3021477.        100.0       50.000     10.000
```

50. How many of your teachers last year were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

```
WHITE STUDENTS SCH    051      385


                          WEIGHTED      WEIGHTED         COMPOSITE
CATEGORY     NUMBER        NUMBER      PERCENTAGE     MEAN     STD.DEV.

    1        25857.      331008.          11.0        40.706     8.434
    2        12953.      229924.           7.6        47.662     9.937
    3        10577.      166587.           5.5        45.255     9.153
    4        39506.      960363.          31.8        52.675     8.930
    5        38543.     1245035.          41.2        52.114     9.000
    0         5700.       88561.           2.9        41.007    11.300

  TOTAL     133136.     3021477.         100.0        50.000    10.000
```

51. Since you began school, how many of the students in your classes were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

```
WHITE TEACHERS SCH    052      386


                          WEIGHTED      WEIGHTED         COMPOSITE
CATEGORY     NUMBER        NUMBER      PERCENTAGE     MEAN     STD.DEV.

    1        25240.      333379.          11.0        41.614     9.102
    2         9276.      150989.           5.0        45.623     9.478
    3         6100.       88917.           2.9        42.875     8.563
    4        20823.      378894.          12.5        50.649     9.569
    5        66549.     1992202.          65.9        52.320     8.980
    0         5148.       77096.           2.6        39.909    11.097

  TOTAL     133136.     3021477.         100.0        50.000    10.000
```

52. Since you began school, how many of your teachers were white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

```
COLLEGE PLANS         053      387


                          WEIGHTED      WEIGHTED         COMPOSITE
CATEGORY     NUMBER        NUMBER      PERCENTAGE     MEAN     STD.DEV.

    1        54907.     1252078.          41.4        53.646     9.794
    2        40974.      922838.          30.5        49.376     9.151
    3        22443.      527027.          17.4        46.494     8.601
    4        10585.      251984.           8.3        44.470     8.566
    0         4227.       67549.           2.2        38.943    10.776

  TOTAL     133136.     3021477.         100.0        50.000    10.000
```

53. Are you planning to go to college?

(A) Definitely yes
(B) Probably yes
(C) Probably not
(D) Definitely not

```
READ BOOKS SUMMER    Q54      388


                         WEIGHTED      WEIGHTED          COMPOSITE
CATEGORY     NUMBER       NUMBER      PERCENTAGE      MEAN     STD.DEV.

    1        26162.      626249.         20.7        47.434      8.994
    2        51156.     1153720.         38.2        50.465      9.366
    3        21172.      470959.         15.6        51.046     10.173
    4        10716.      243203.          8.0        51.588     10.203
    5         6962.      162133.          5.4        51.672     10.492
    6        12285.      290405.          9.6        52.440     10.767
    0         4682.       74804.          2.5        39.464     10.799

  TOTAL     133135.     3021474.        100.0        50.000     10.000
```

54. How many books did you read (not including those required for school) over the past summer? Do not count magazines or comic books.

(A) None
(B) 1 to 5
(C) 6 to 10
(D) 11 to 15
(E) 16 to 20
(F) 21 or more

```
HRS. WATCHING TV     Q55      389


                         WEIGHTED      WEIGHTED          COMPOSITE
CATEGORY     NUMBER       NUMBER      PERCENTAGE      MEAN     STD.DEV.

    1        16116.      329243.         10.9        48.262     11.015
    2         7636.      168255.          5.6        49.291     11.908
    3        13094.      314480.         10.4        52.058     10.264
    4        12069.      299858.          9.9        52.968      9.480
    5        21983.      535906.         17.7        51.927      9.191
    6        25428.      606945.         20.1        51.348      8.827
    7        31707.      688559.         22.8        47.280      8.906
    0         4901.       78223.          2.6        39.479     10.834

  TOTAL     133134.     3021470.        100.0        50.000     10.000
```

55. On an average school day, how much time do you spend watching TV outside of school?

(A) None or almost none
(B) About $\frac{1}{2}$ hour a day
(C) About 1 hour a day
(D) About $1\frac{1}{2}$ hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

```
LEAVE SCHOOL NOW      056       390


                        WEIGHTED       WEIGHTED          COMPOSITE
CATEGORY     NUMBER      NUMBER       PERCENTAGE      MEAN     STD.DEV.

    1         5128.     117843.           3.9        43.316      9.513
    2         7188.     175579.           5.8        45.974      9.009
    3        20115.     446805.          14.8        47.180      9.330
    4        45112.    1055445.          34.9        50.704      9.128
    5        50140.    1136256.          37.6        52.532      9.914
    0         5453.      89548.           3.0        40.345     11.031

  TOTAL     133136.    3021476.         100.0        50.000     10.000
```

56. If something happened and you had to stop school now, how would you feel?

(A) Very happy—I'd like to quit
(B) I wouldn't care one way or the other
(C) I would be disappointed
(D) I'd try hard to continue
(E) I would do almost anything to stay in school

```
GOOD STUDENT          057       391


                        WEIGHTED       WEIGHTED          COMPOSITE
CATEGORY     NUMBER      NUMBER       PERCENTAGE      MEAN     STD.DEV.

    1        65780.    1412803.          46.8        52.054     10.307
    2        36993.     930629.          30.8        50.862      8.663
    3        16078.     404890.          13.4        46.459      7.980
    4         6184.     123147.           4.1        41.923      8.331
    5         2718.      62970.           2.1        43.736     10.129
    0         5383.      87038.           2.9        39.871     10.865

  TOTAL     133136.    3021476.         100.0        50.000     10.000
```

57. How good a student do you want to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) I don't care

STUDYING TIME   Q58   392

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	9528.	203280.	6.7	46.306	10.546
2	16338.	365544.	12.1	48.826	10.443
3	26784.	648904.	21.5	50.771	9.584
4	22032.	538393.	17.8	51.664	9.226
5	28235.	659953.	21.8	51.224	9.289
6	16231.	356311.	11.8	50.986	9.566
7	8686.	166910.	5.5	47.187	10.340
0	5300.	82162.	2.7	38.981	10.506
TOTAL	133134.	3021458.	100.0	50.000	10.000

58. On an average school day, how much time do you spend studying outside of school?

(A) None or almost none
(B) About $\frac{1}{2}$ hour a day
(C) About 1 hour a day
(D) About $1\frac{1}{2}$ hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

ABSENT FROM SCHOOL   Q59   393

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	20423.	451266.	14.9	49.880	9.916
2	34381.	813005.	26.9	50.980	9.629
3	39183.	931516.	30.8	51.095	9.678
4	20853.	472335.	15.6	50.132	9.757
5	12930.	271272.	9.0	46.632	9.854
0	5366.	82083.	2.7	38.892	10.303
TOTAL	133136.	3021477.	100.0	50.000	10.000

59. About how many days were you absent from school last year?

(A) None
(B) 1 or 2 days
(C) 3 to 6 days
(D) 7 to 15 days
(E) 16 or more days

VOLUNTARY ABSENCES 060 394

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	STD.DEV.
1	104326.	2394614.	79.3	50.835	9.667
2	15795.	372100.	12.3	49.400	9.798
3	3702.	80681.	2.7	45.758	10.187
4	1608.	35636.	1.2	44.192	10.129
5	2492.	57833.	1.9	44.181	9.672
0	5213.	80613.	2.7	38.956	10.556
TOTAL	133136.	3021476.	100.0	50.000	10.000

60. During the last school year, did you ever stay away from school just because you didn't want to come?

(A) No
(B) Yes, for 1 or 2 days
(C) Yes, for 3 to 6 days
(D) Yes, for 7 to 15 days
(E) Yes, for 16 or more days

WHITE FRIENDS 061 395

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	STD.DEV.
1	26783.	388747.	12.9	43.590	9.621
2	14291.	211082.	7.0	43.331	8.480
3	8975.	150850.	5.0	44.700	9.254
4	17846.	412171.	13.6	51.471	9.281
5	59022.	1763951.	58.4	52.825	8.817
0	6219.	94675.	3.1	40.606	11.488
TOTAL	133136.	3021477.	100.0	50.000	10.000

61. Think now of your close friends. How many of them are white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All

```
WANT WHITE FRIENDS  Q62      396

                       WEIGHTED       WEIGHTED        COMPOSITE
CATEGORY    NUMBER      NUMBER      PERCENTAGE     MEAN    STD.DEV.

    1         9644.     136275.          4.5      40.718     9.078
    2        10704.     152906.          5.1      42.407     8.459
    3        16088.     280600.          9.3      46.779     9.553
    4        13159.     319607.         10.6      52.162     9.494
    5        38597.    1072258.         35.5      50.951     8.920
    6        37714.     948918.         31.4      52.614     9.475
    0         6927.     110840.          3.7      42.223    11.982

  TOTAL     133133.    3021403.        100.0      50.000    10.000
```

62. If you could have anyone you wanted for your close friends, how many would be white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All
(F) Don't care

```
WANT WHITE SCHOOL   Q63      397

                       WEIGHTED       WEIGHTED        COMPOSITE
CATEGORY    NUMBER      NUMBER      PERCENTAGE     MEAN    STD.DEV.

    1         7904.     110861.          3.7      39.541     8.527
    2         7511.     112445.          3.7      42.308     9.203
    3        20488.     350668.         11.6      47.867    10.065
    4        17395.     430791.         14.3      53.450     9.201
    5        32964.     927373.         30.7      50.245     8.835
    6        39761.     976642.         32.3      52.027     9.463
    0         7109.     112630.          3.7      41.832    11.784

  TOTAL     133132.    3021410.        100.0      50.000    10.000
```

63. If you could be in the school you wanted, how many of the students would you want to be white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All
(F) Don't care

```
WANT WHITE TEACHER  Q64      398


                            WEIGHTED       WEIGHTED            COMPOSITE
CATEGORY      NUMBER         NUMBER       PERCENTAGE        MEAN    STD.DEV.

    1           8658.       121565.              4.0       40.120      8.866
    2           9020.       136739.              4.5       42.188      8.785
    3          16518.       275190.              9.1       47.329      9.991
    4           9051.       206859.              6.8       52.882      9.632
    5          38855.      1112903.             36.8       50.660      8.798
    6          43820.      1054734.             34.9       52.476      9.494
    0           7211.       113362.              3.8       41.715     11.697

  TOTAL       133133.      3021352.            100.0       50.000     10.000
```

64. If you could be in the school you wanted, how many of the teachers would you want to be white?

(A) None
(B) Less than half
(C) About half
(D) More than half
(E) All
(F) Don't care

```
TEACHERS CLUB              Q65      399


                            WEIGHTED       WEIGHTED            COMPOSITE
CATEGORY      NUMBER         NUMBER       PERCENTAGE        MEAN    STD.DEV.

    1           7617.       137143.              4.5       44.588     10.968
    2          86592.      2030265.             67.2       50.092      9.541
    3          32503.       757037.             25.1       52.200      9.676
    0           6423.        97020.              3.2       38.566      9.938

  TOTAL       133135.      3021465.            100.0       50.000     10.000
```

65. Are you a member of a club for future teachers?

(A) Yes
(B) No
(C) There is not one in this school

```
DIFFERENT RACE             Q66      400


                            WEIGHTED       WEIGHTED            COMPOSITE
CATEGORY      NUMBER         NUMBER       PERCENTAGE        MEAN    STD.DEV.

    1          39400.       837128.             27.7       51.052      9.633
    2          13008.       291644.              9.7       49.281     10.185
    3          29430.       733405.             24.3       51.340      9.297
    4          42908.      1022392.             33.8       49.564      9.961
    0           8390.       136908.              4.5       41.183     10.861

  TOTAL       133136.      3021477.            100.0       50.000     10.000
```

66. What was the first grade you attended with students from another race in your classes?

(A) 1st, 2nd, or 3rd
(B) 4th, 5th, or 6th
(C) 7th, 8th, or 9th
(D) I have not had classes with students of another race

ATHLETIC TEAM Q67 401

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	47724.	1160373.	38.4	50.950	9.480
2	71786.	1617982.	53.5	50.158	9.819
3	7088.	147436.	4.9	48.631	10.868
0	6537.	95656.	3.2	37.910	9.748
TOTAL	133135.	3021446.	100.0	50.000	10.000

67. Were you on any school athletic team last year as a player or manager?

(A) Yes
(B) No
(C) We didn't have any athletic teams in my school

STUDENT COUNCIL Q68 402

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	16318.	349856.	11.6	50.445	10.613
2	95774.	2236731.	74.0	50.176	9.557
3	14296.	336461.	11.1	51.925	9.990
0	6748.	98427.	3.3	37.834	9.512
TOTAL	133136.	3021476.	100.0	50.000	10.000

68. Were you a member of the Student Council last year?

(A) Yes
(B) No
(C) We didn't have a student council

DEBATING CLUBS Q69 403

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	68038.	1581118.	52.3	49.412	9.496
2	35922.	806357.	26.7	51.354	9.968
3	9199.	212021.	7.0	49.969	9.671
4	12960.	318421.	10.5	53.369	9.666
0	7017.	103559.	3.4	38.137	9.632
TOTAL	133136.	3021476.	100.0	50.000	10.000

69. Did you participate in any debating, dramatics, or musical clubs last year?

(A) No
(B) Yes, I was an active member
(C) Yes, but I wasn't very active
(D) Our school does not have such clubs

HOBBY CLUBS Q70 404

		WEIGHTED	WEIGHTED	COMPOSITE	
CATEGORY	NUMBER	NUMBER	PERCENTAGE	MEAN	STD.DEV.
1	74181.	1710243.	56.6	49.705	9.506
2	19483.	408013.	13.5	48.242	10.219
3	5187.	112352.	3.7	46.729	10.298
4	27171.	686220.	22.7	54.142	8.882
0	7114.	104648.	3.5	38.026	9.557
TOTAL	133136.	3021476.	100.0	50.000	10.000

70. Did you participate in any hobby clubs at school last year, such as photography, model building, crafts, etc.?

(A) No
(B) Yes, I was an active member
(C) Yes, but I wasn't an active member
(D) Our school does not have such clubs

SCIENCE COURSES Q71 405

		WEIGHTED	WEIGHTED	COMPOSITE	
CATEGORY	NUMBER	NUMBER	PERCENTAGE	MEAN	STD.DEV.
1	89335.	2172374.	71.9	51.225	9.585
2	36911.	749674.	24.8	48.144	9.827
0	6890.	99427.	3.3	37.230	9.028
TOTAL	133136.	3021475.	100.0	50.000	10.000

71. Science courses such as biology, chemistry, general science, and physics

(A) Yes
(B) No

FOR. LANG. COURSE Q72 406

		WEIGHTED	WEIGHTED	COMPOSITE	
CATEGORY	NUMBER	NUMBER	PERCENTAGE	MEAN	STD.DEV.
1	45746.	1071282.	35.5	54.517	9.647
2	80361.	1848911.	61.2	48.087	8.981
0	7029.	101282.	3.4	37.140	8.865
TOTAL	133136.	3021476.	100.0	50.000	10.000

72. Foreign language courses such as French, German, and Latin

(A) Yes
(B) No

SOC. STUD. COURSE Q73 407

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	95853.	2189594.	72.5	50.802	9.637
2	30084.	727458.	24.1	49.387	9.960
0	7198.	104370.	3.5	37.449	9.036
TOTAL	133135.	3021422.	100.0	50.000	10.000

73. Social studies courses such as history, civics, and economics

(A) Yes
(B) No

ENGLISH COURSE Q74 408

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	102481.	2425954.	80.3	51.541	9.453
2	23265.	488354.	16.2	45.049	9.307
0	7389.	107160.	3.5	37.685	9.215
TOTAL	133135.	3021468.	100.0	50.000	10.000

74. English courses including literature, drama, speech, and journalism

(A) Yes
(B) No

MATHEMATICS COURSE Q75 409

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	94085.	2240024.	74.1	52.051	9.588
2	31489.	671667.	22.2	45.182	8.212
0	7562.	109784.	3.6	37.621	9.105
TOTAL	133136.	3021476.	100.0	50.000	10.000

75. Mathematics courses such as algebra, geometry, trigonometry. Do not count commercial arithmetic or shop mathematics.

(A) Yes
(B) No

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INDUS. ARTS COURSE  Q76      410


                        WEIGHTED     WEIGHTED         COMPOSITE
CATEGORY      NUMBER     NUMBER     PERCENTAGE      MEAN   STD.DEV.

    1         35147.    792212.          26.2     47.889     9.546
    2         90168.   2115820.          70.0     51.449     9.605
    0          7820.    113436.           3.8     37.717     9.229

  TOTAL      133135.   3021468.         100.0     50.000    10.000
```

76. Industrial arts courses such as general shop, woodworking, metalworking, drafting. Do not include job training courses.

(A) Yes
(B) No

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VOCATIONAL COURSE   Q77      411


                        WEIGHTED     WEIGHTED         COMPOSITE
CATEGORY      NUMBER     NUMBER     PERCENTAGE      MEAN   STD.DEV.

    1         19739.    406994.          13.5     44.794     9.384
    2        105105.   2493226.          82.5     51.431     9.445
    0          8292.    121254.           4.0     38.042     9.259

  TOTAL      133136.   3021475.         100.0     50.000    10.000
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77. Vocational education, trade education, and job-training courses such as auto mechanics, foundry, distributive education, and health occupations

(A) Yes
(B) No

```
COMMERCIAL COURSE   Q78      412


                        WEIGHTED     WEIGHTED         COMPOSITE
CATEGORY      NUMBER     NUMBER     PERCENTAGE      MEAN   STD.DEV.

    1         25902.    542555.          18.0     48.292    10.075
    2         99080.   2360335.          78.1     51.012     9.551
    0          8153.    118579.           3.9     37.663     9.043

  TOTAL      133135.   3021469.         100.0     50.000    10.000
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78. Commercial courses such as typing, shorthand, and bookkeeping

(A) Yes
(B) No

AGRICULTURE COURSE 079 413

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	14605.	293064.	9.7	43.055	9.249
2	110061.	2605415.	86.2	51.352	9.396
0	8469.	122990.	4.1	37.900	9.094
TOTAL	133135.	3021469.	100.0	50.000	10.000

79. Agriculture courses

(A) Yes
(B) No

HOME EC. COURSE 080 414

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	37366.	807980.	26.7	47.347	9.401
2	86861.	2081766.	68.9	51.763	9.537
0	8906.	131642.	4.4	38.399	9.356
TOTAL	133133.	3021388.	100.0	50.000	10.000

80. Home economics courses

(A) Yes
(B) No

ENGLISH GRADE 081 415

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	22445.	510854.	16.9	55.754	10.288
2	52936.	1207764.	40.0	52.118	9.011
3	37699.	907302.	30.0	47.443	8.354
4	7190.	183182.	6.1	44.376	8.166
5	1927.	46317.	1.5	43.132	8.702
6	1652.	27206.	0.9	39.702	9.162
0	9285.	138631.	4.6	38.844	9.405
TOTAL	133134.	3021456.	100.0	50.000	10.000

81. What is the average grade that you made in your English courses during the last two years? If your school does not use letter grades, estimate as closely as possible.

(A) A (either A-, A, or A+)
(B) B (either B-, B, or B+)
(C) C (either C-, C, or C+)
(D) D (either D-, D, or D+)
(E) Failed
(F) Haven't taken any courses in English

MATH GRADE 082 416

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	STD.DEV.
1	20503.	462668.	15.3	55.830	10.218
2	45458.	1057117.	35.0	52.299	9.141
3	40341.	956738.	31.7	48.611	8.615
4	12266.	295644.	9.8	45.269	8.210
5	3222.	74752.	2.5	43.341	8.616
6	1687.	28477.	0.9	39.621	8.864
0	9653.	146029.	4.8	38.999	[illegible].413
TOTAL	133130.	3021425.	100.0	50.000	10.000

82. **What is the average grade that you made in your mathematics courses during the last two years? If your school does not use letter grades, estimate as closely as possible.**

- (A) A (either A-, A, or A+)
- (B) B (either B-, B, or B+)
- (C) C (either C-, C, or C+)
- (D) D (either D-, D, or D+)
- (E) Failed
- (F) Haven't taken any courses in mathematics

ENGLISH ABILITY 083 417

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	STD.DEV.
1	23075.	521264.	17.3	55.478	9.887
2	47555.	1088643.	36.0	48.836	8.645
3	7231.	175900.	5.8	43.323	8.349
4	22905.	561020.	18.6	52.675	9.309
5	22043.	515101.	17.0	49.426	9.602
0	10327.	159349.	5.3	39.840	9.976
TOTAL	133136.	3021477.	100.0	50.000	10.000

83. **What ability group or track are you in in your English class?**

- (A) The highest group or track
- (B) The middle group
- (C) The lower group
- (D) Our school does not have ability grouping or tracks
- (E) Don't know

REPEATING ENGLISH Q84 418

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	12959.	266721.	8.8	43.938	9.427
2	109840.	2596871.	86.0	51.298	9.429
0	10334.	157773.	5.2	38.883	9.379
TOTAL	133133.	3021364.	100.0	50.000	10.000

84. **Are you now repeating an English course that you took last year?**

(A) Yes
(B) No

AVERAGE LAST YEAR Q85 419

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	15496.	351420.	11.6	56.635	10.556
2	51841.	1206338.	39.9	53.085	8.839
3	36519.	893953.	29.6	47.617	8.185
4	4930.	119334.	3.9	42.794	8.108
5	14301.	299152.	9.9	45.236	9.091
0	10049.	151279.	5.0	39.172	9.463
TOTAL	133136.	3021477.	100.0	50.000	10.000

85. **What is your grade average for your last year's school work? (Do not include summer school.)**

(A) A (either A-, A, or A+)
(B) B (either B-, B, or B+)
(C) C (either C-, C, or C+)
(D) D (either D-, D, or D+)
(E) Don't know

OUTSIDE JOB Q86 420

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	70753.	1593802.	52.8	51.152	9.580
2	26688.	629807.	20.8	50.110	9.976
3	10981.	264210.	8.7	49.465	9.915
4	4125.	106933.	3.5	50.152	9.581
5	2620.	68347.	2.3	50.007	9.315
6	7514.	195595.	6.5	49.284	9.274
0	10443.	162560.	5.4	39.910	9.849
TOTAL	133124.	3021254.	100.0	50.000	10.000

86. During the last school year about how many hours a week did you work for pay? Do not include chores done around your own home.

(A) None
(B) About 1 to 5 hours
(C) About 6 to 10 hours
(D) About 11 to 15 hours
(E) About 16 to 20 hours
(F) About 21 hours or more

SOCIAL RATING Q87 421

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	19083.	416534.	13.8	50.786	10.294
2	40198.	915505.	30.3	51.589	9.751
3	54985.	1338511.	44.3	50.227	9.204
4	5304.	125122.	4.1	45.683	10.097
0	13566.	225806.	7.5	43.153	11.382
TOTAL	133136.	3021477.	100.0	50.000	10.000

87. How do you and your friends rate socially in this school?

(A) At the top
(B) Near the top
(C) About in the middle
(D) Near the bottom

BRIGHTNESS 088 422

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	16519.	356810.	11.8	55.228	11.400
2	37293.	892839.	29.5	53.790	9.375
3	60147.	1412971.	46.8	48.410	8.115
4	5159.	121859.	4.0	42.830	7.927
5	1928.	43987.	1.5	40.151	8.560
0	12090.	193010.	6.4	41.215	10.629
TOTAL	133136.	3021476.	100.0	50.000	10.000

88. How bright do you think you are in comparison with the other students in your grade?

(A) Among the brightest
(B) Above average
(C) Average
(D) Below average
(E) Among the lowest

GUIDANCE COUNSELOR 089 423

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	89002.	2157428.	71.4	52.147	9.124
2	19353.	418601.	13.9	45.998	9.844
3	12118.	246300.	8.2	45.816	9.779
0	12661.	199139.	6.6	40.328	9.732
TOTAL	133134.	3021468.	100.0	50.000	10.000

89. Do you feel that you can get to see a guidance counselor when you want to or need to?

(A) Yes
(B) No
(C) We have no guidance counselor

VOCATIONAL PROGRAM 090 424

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	10426.	220160.	7.3	46.122	9.912
2	71110.	1667208.	55.2	50.422	9.201
3	37286.	895328.	29.6	52.248	10.026
0	14313.	238776.	7.9	42.199	10.578
TOTAL	133135.	3021473.	100.0	50.000	10.000

90. Would you enroll in a vocational (job training) program if one that interested you were offered in high school?

(A) I am already enrolled in a vocational (job training) program
(B) Yes, I would enroll in such a program
(C) No, I would not enroll in such a program

RATE IN CLASS 091 425

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	37346.	777449.	25.7	51.372	10.910
2	38906.	948661.	31.4	51.719	9.159
3	20261.	516301.	17.1	48.080	8.084
4	2672.	57090.	1.9	41.972	8.391
5	22217.	539199.	17.8	50.901	9.343
0	11734.	182776.	6.0	40.517	10.052
TOTAL	133136.	3021477.	100.0	50.000	10.000

91. How good a student do your teachers expect you to be?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

LIFE CONDITION 092 426

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	61512.	1469448.	48.6	50.358	8.694
2	33039.	718726.	23.8	47.750	10.268
3	26584.	650516.	21.5	54.524	9.748
0	12001.	182786.	6.0	39.870	9.810
TOTAL	133136.	3021477.	100.0	50.000	10.000

92. People who accept their condition in life are happier than those who try to change things.

(A) Agree
(B) Not sure
(C) Disagree

WORK FOR SUCCESS 093 427

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	15944.	301686.	10.0	41.718	8.394
2	18204.	365253.	12.1	43.590	8.792
3	86896.	2171130.	71.9	53.107	8.578
0	12091.	183353.	6.1	39.605	9.461
TOTAL	133135.	3021422.	100.0	50.000	10.000

93. Good luck is more important than hard work for success.

(A) Agree
(B) Not sure
(C) Disagree

```
GETTING AHEAD          094       428


                          WEIGHTED      WEIGHTED          COMPOSITE
CATEGORY     NUMBER        NUMBER      PERCENTAGE       MEAN    STD.DEV.

    1        28335.      672959.          20.6        46.333     8.987
    2        32355.      763021.          25.3        49.057     9.377
    3        59978.     1443615.          47.8        53.389     9.194
    0        12468.      191881.           6.4        40.155     9.814

  TOTAL     133136.     3021477.         100.0        50.000    10.000
```

94. Every time I try to get ahead, something or somebody stops me.

(A) Agree
(B) Not sure
(C) Disagree

```
SUCCESS IN LIFE        095       429


                          WEIGHTED      WEIGHTED          COMPOSITE
CATEGORY     NUMBER        NUMBER      PERCENTAGE       MEAN    STD.DEV.

    1        50177.     1142963.          37.8        49.617     9.636
    2        34610.      813240.          26.9        50.855     9.972
    3        35822.      873402.          28.9        51.910     9.179
    0        12525.      191777.           6.3        39.958     9.762

  TOTAL     133134.     3021381.         100.0        50.000    10.000
```

95. If a person is not successful in life, it is his own fault.

(A) Agree
(B) Not sure
(C) Disagree

```
EDUC. IN JOB           096       430


                          WEIGHTED      WEIGHTED          COMPOSITE
CATEGORY     NUMBER        NUMBER      PERCENTAGE       MEAN    STD.DEV.

    1        27686.      608733.          20.1        47.428     9.566
    2        39768.      949016.          31.4        50.021     9.427
    3        52597.     1259886.          41.7        52.779     9.331
    0        13084.      203834.           6.7        40.401     9.873

  TOTAL     133135.     3021469.         100.0        50.000    10.000
```

96. Even with a good education, I'll have a hard time getting the right kind of job.

(A) Agree
(B) Not sure
(C) Disagree

```
SACRIFICE                 097      431


                             WEIGHTED      WEIGHTED           COMPOSITE
CATEGORY        NUMBER        NUMBER      PERCENTAGE      MEAN     STD.DEV.

    1           40503.      864632.          28.6        47.620      9.059
    2           45698.     1108027.          36.7        51.243      9.491
    3           33586.      841876.          27.9        53.147      9.579
    0           13349.      206941.           6.8        40.488      9.943

  TOTAL        133136.     3021477.         100.0        50.000     10.000
```

97. I would make any sacrifice to get ahead in the world.

(A) Agree
(B) Not sure
(C) Disagree

```
WANT TO CHANGE            098      432


                             WEIGHTED      WEIGHTED           COMPOSITE
CATEGORY        NUMBER        NUMBER      PERCENTAGE      MEAN     STD.DEV.

    1           30819.      679289.          22.5        47.684      9.[illegible]1
    2           29569.      697976.          23.1        49.695      9.975
    3           59292.     1436629.          47.5        52.617      8.909
    0           13456.      207582.           6.9        40.492      9.892

  TOTAL        133136.     3021477.         100.0        50.000     10.000
```

98. If I could change, I would be someone different from myself.

(A) Agree
(B) Not sure
(C) Disagree

```
LEARNING PROBLEMS         099      433


                             WEIGHTED      WEIGHTED           COMPOSITE
CATEGORY        NUMBER        NUMBER      PERCENTAGE      MEAN     STD.DEV.

    1           47077.     1144698.          37.9        49.262      8.938
    2           24008.      559233.          18.5        48.605      9.723
    3           48400.     1104727.          36.6        53.254      9.744
    0           13651.      212619.           7.0        40.746     10.008

  TOTAL        133136.     3021476.         100.0        50.000     10.000
```

99. I sometimes feel that I just can't learn.

(A) Agree
(B) Not sure
(C) Disagree

②

TEACHING RATE Q100 434

		WEIGHTED	WEIGHTED	COMPOSITE	
CATEGORY	NUMBER	NUMBER	PERCENTAGE	MEAN	STD.DEV.
1	33920.	778269.	25.8	47.443	9.044
2	34442.	817606.	27.1	49.507	9.225
3	50935.	1212171.	40.1	53.628	9.438
0	13839.	213431.	7.1	40.610	9.889
TOTAL	133136.	3021477.	100.0	50.000	10.000

100. I would do better in school work if teachers didn't go so fast.

(A) Agree
(B) Not sure
(C) Disagree

TOUGH JOB Q101 435

		WEIGHTED	WEIGHTED	COMPOSITE	
CATEGORY	NUMBER	NUMBER	PERCENTAGE	MEAN	STD.DEV.
1	73581.	1699541.	56.2	51.289	9.341
2	31864.	776195.	25.7	50.188	9.949
3	13362.	321282.	10.6	49.058	10.105
0	14329.	224459.	7.4	40.939	10.046
TOTAL	133136.	3021476.	100.0	50.000	10.000

101. The tougher the job, the harder I work.

(A) Agree
(B) Not sure
(C) Disagree

ABILITY TO DO WELL Q102 436

		WEIGHTED	WEIGHTED	COMPOSITE	
CATEGORY	NUMBER	NUMBER	PERCENTAGE	MEAN	STD.DEV.
1	71120.	1647509.	54.5	51.457	9.572
2	34963.	848043.	28.1	49.988	9.563
3	12600.	298241.	9.9	48.766	9.761
0	14452.	227676.	7.5	41.115	10.118
TOTAL	133135.	3021468.	100.0	50.000	10.000

102. I am able to do many things well.

(A) Agree
(B) Not sure
(C) Disagree

```
SUCCESSFUL LIFE      Q103     437

                         WEIGHTED      WEIGHTED          COMPOSITE
CATEGORY     NUMBER       NUMBER      PERCENTAGE      MEAN     STD.DEV.

    1         13553.     285242.          9.4        43.994     9.124
    2         28192.     638316.         21.1        47.091     9.258
    3         76482.    1861941.         61.6        53.046     8.929
    0         14908.     235967.          7.8        41.092     9.989

  TOTAL      133135.    3021466.        100.0        50.000    10.000
```

103. People like me don't have much chance to be successful in life.

(A) Agree
(B) Not sure
(C) Disagree

```
TIME TO SCHOOL       Q104     438

                         WEIGHTED      WEIGHTED          COMPOSITE
CATEGORY     NUMBER       NUMBER      PERCENTAGE      MEAN     STD.DEV.

    1         49956.    1208362.         40.0        51.739     9.388
    2         35953.     850179.         28.1        51.084     9.475
    3         17625.     412768.         13.7        49.674     9.791
    4          9260.     204525.          6.8        48.590     9.812
    5          6068.     123423.          4.1        45.748     9.994
    0         14274.     222221.          7.4        40.662     9.728

  TOTAL      133136.    3021477.        100.0        50.000    10.000
```

104. About how long does it take you to get from your home in the morning to school?

(A) 10 minutes or less
(B) 20 minutes
(C) 30 minutes
(D) 45 minutes
(E) One hour or more

TRANS. TO SCHOOL   Q105   439

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	18593.	473746.	15.7	51.683	9.459
2	45525.	998306.	33.0	50.891	9.469
3	43315.	1109035.	36.7	50.762	9.670
4	7887.	140295.	4.6	49.130	9.835
5	2695.	60625.	2.0	44.891	10.165
0	15121.	239467.	7.9	41.233	9.976
TOTAL	133136.	3021477.	100.0	50.000	10.000

105. How do you usually come to school in the morning?

(A) By automobile
(B) Walk or bicycle
(C) School bus
(D) Train, trolley, subway, or bus other than school bus
(E) Other

8TH GRADE SCHOOL   Q107   442

CATEGORY	NUMBER	WEIGHTED NUMBER	WEIGHTED PERCENTAGE	COMPOSITE MEAN	COMPOSITE STD.DEV.
1	105002.	2465725.	81.6	51.190	9.421
2	7305.	197430.	6.5	50.683	9.417
3	1703.	37516.	1.2	40.930	9.531
4	1491.	33718.	1.1	44.792	11.207
5	2513.	51600.	1.7	42.746	10.392
0	15122.	235486.	7.8	40.748	9.690
TOTAL	133136.	3021476.	100.0	50.000	10.000

107. What kind of school did you attend when you were in the eighth grade?

(A) A public school
(B) A private Catholic school
(C) A private Jewish school
(D) A private Protestant school
(E) Another private school including military school

JOB PREFERRED Q106 440-441

		WEIGHTED	WEIGHTED	COMPOSITE	
CATEGORY	NUMBER	NUMBER	PERCENTAGE	MEAN	STD.DEV.
1	8280.	193803.	6.7	51.639	9.514
2	4192.	82632.	2.8	45.992	10.175
3	4497.	101061.	3.5	46.913	9.470
4	11715.	276785.	9.5	49.062	8.145
5	822.	18231.	0.6	44.693	9.773
6	2324.	63632.	2.2	47.817	9.078
7	460.	12686.	0.4	43.509	8.818
8	1024.	24936.	0.9	45.023	8.700
9	40119.	958559.	32.9	55.175	8.479
10	7468.	191382.	6.6	49.397	8.306
11	30650.	729464.	25.1	47.987	9.402
0	16174.	257583.	8.8	40.878	10.035
TOTAL	127725.	2910754.	100.0	50.000	10.000

106. When you finish your education, what sort of a job do you think you will have?

(A) Technical—such as draftsman, surveyor, medical or dental technician, etc.

(B) Official—such as manufacturer, officer in a large company, banker, government official or inspector, etc.

(C) Manager—such as sales manager, store manager, office manager, factory supervisor, etc.
Proprietor or owner—such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.

(D) Semiskilled worker—such as factory machine operator, bus or cab driver, meat cutter, etc.
Clerical worker—such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
Service worker—such as barber, waiter, etc.
Protective worker—such as policeman, detective, sheriff, fireman, etc.

(E) Salesman—such as real estate or insurance salesman, factory representative, etc.

(F) Farm or ranch manager or owner

(G) Farm worker on one or more than one farm

(H) Workman or laborer—such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.

(I) Professional—such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.

(J) Skilled worker or foreman—such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.

(K) Don't know